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BOSTON.

1887.

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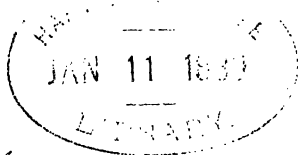
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Col. J. H. Higginson.

THE OLD SOUTH HISTORICAL WORK.*

THE Old South Lectures for Young People were instituted in the summer of 1883, as a means of promoting a more serious and intelligent attention to historical studies, especially studies in American history, among the young people of Boston. The success of the lectures has certainly been very marked, and it is to be hoped that such courses of lectures may be permanently sustained in Boston, and established with equal success in other cities of the country. The Old South Lectures have proved that our American history can be presented to our young people in such a way as shall awaken their deepest interest and make them want to come again and again for more and more. They have shown to those who have been concerned in the management how broad and rich and varied are the fields into which the young students may be led; and they have made all serious people who have attended the lectures feel their important practical and moral bearing, how close the relation of history to politics, and how potent an instrumentality such lectures may be made for the promotion of good citizenship. Not every city has its Old South Meeting House, with the wealth of association which lends such re-enforcement to the impressiveness of meetings where the names of Winthrop and Franklin and Samuel Adams are upon the tongue; not everywhere can broad subjects be rooted in local history and illustrated by local landmarks as in Massachusetts, and especially in Boston, with their great line of Colonial and Revolutionary traditions,—and the utility of such local interests, their stimulation to the imagination, their provocation to thought, cannot be valued too highly; not everywhere can such munificence be hoped for as that which has made possible the interesting experiment at the Old South Meeting House. But there is no American city where boys and girls and parents and teachers

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cannot be gathered together in some place where the spirit of Winthrop and Adams and Washington and Lincoln will be in their midst; there is no American city which is not a joint heir to our national history, nor whose local history is not ten times more interesting and didactic, ten times more closely connected with broad, general movements, than those suppose who do not think about it; and there is no city without citizens quite able to support, and teachers, ministers, and lawyers quite able to prepare, series of lectures which shall do the work which it is the aim of the Old South Lectures to do in Boston, of awakening in the young people, who are so quickly to control the nation, a true sense of their indebtedness to the present and the future, by awakening in them a true sense of their indebtedness to the past.

The Lectures for Young People are not the whole of the Old South work; nor were the lectures of 1883 the first lectures for young people, although it was at this time that the work became more definitely organized, and the regular courses of lectures were instituted. The beginnings date back to December, 1878, when Miss C. Alice Baker, whose name should always be remembered with special kindness by the young people who gather at the Old South Meeting House, began a series of talks on subjects connected with early New England history, which she called "The Children's Hour." This was soon after the noble efforts of the women of Boston had succeeded in saving the Old South Meeting House from destruction. The floor and galleries of the meeting house were full of relics and reminders of the Colonial time, which had served at the fairs; and these Miss Baker turned into texts and object-lessons, to the profit and delight of the boys and girls, who came in good numbers. "The Children's Hour" was between eleven and twelve o'clock on Saturdays; and these talks were continued through the winter, and until late in the spring of 1879.

At this time, in 1879, the first attempt was made in the way of providing historical lectures at the Old South Meeting House for the general public. Mr. John Fiske was engaged to deliver a course upon "The Discovery and Colonization of America." The lectures proved to be singularly interesting and successful; and the warm welcome which Mr. Fiske received at this time, and his immediate engagement for further lectures at the Old

South, undoubtedly had much to do in determining him to the devotion of so much of his time, during these last years, to the writing and lecturing upon historical subjects, which have been the means of so much pleasure and so much good to the American people. Almost all of his lectures since 1879 have been delivered first in the Old South Meeting House, and prepared with the Old South audience primarily in mind; and this audience, gathering on Saturday mornings, — a constantly increasing audience, — has never failed to listen to him with ever-new delight. His lectures on the "Colonization of America" were followed, in 1880, by the lectures on "American Political Ideals," which were afterward given with so much effect in London, and have recently been published in book form; in 1881, by six lectures on "The American Revolution"; in 1883, by twelve lectures on the same subject, which have been several times repeated in Boston, as well as in other cities, in subsequent years; and in 1884, by six lectures on "The Critical Period," the period between the close of the Revolution and the adoption of the Constitution, which lectures have just been published in the *Atlantic Monthly*.

In 1879, also, the first celebration of Washington's Birthday at the Old South Meeting House took place, and the observance of the day has, from that time, been regular. Miss Baker was the speaker at the first celebration, and on subsequent occasions addresses have been given by Justin Winsor, Charles C. Coffin, Rev. F. W. Gunsaulus, William Everett, and others. Mr. Everett's admirable address has been printed, and may be procured at the meeting house. Various features have been introduced at these celebrations to add to their interest. In 1885, selections from Washington's Farewell Address were read by the first-prize essayist of the year. The present year there was singing by a chorus of nearly two hundred children from the public schools, who had come to the meeting house on many successive Saturdays for rehearsal and instruction, greatly enjoying the opportunity. It is felt that much more can and ought to be made of this musical feature than heretofore; that special musical occasions, indeed, might be easily arranged, might be most useful, and be warmly welcomed by the general public, — festivals devoted not only to national hymns, but to the promotion of the public interest in the simpler works of the

great composers. The material for such musical enterprises is never lacking. The number of young people in all large cities who are eager to join choral societies and devote themselves to regular discipline and culture is always great. All that is necessary is that good instruction and good occasions be provided. The proper place of music in almost any popular movement for political education is a prominent one. It should be remarked here that in connection with the "Old North Studies" during the past winter, of which more will be said presently, two Musical Evenings were provided, devoted to national hymns, — one evening to our own hymns, the other to those of foreign countries. The hymns were sung by a chorus of young people, and their stories briefly told in connection. No evenings proved more enjoyable or, perhaps, more useful. As one has said, "Let me make the songs of a people, and I care not who makes the laws," so we may say that if we can get people to sing well we are certainly doing something, I think doing much, to get them to vote well. Music should especially have a more prominent place in our political festivals; and our great national anniversaries should altogether be at once honored and utilized by observances of a higher and finer character than is now common. No occasions have drawn larger audiences to the Old South Meeting House than the celebrations of Washington's Birthday. Not only has the floor of the meeting house been filled, but the galleries have also overflowed with the young people. Doubtless as many would come as gladly to celebrate Forefathers' Day and other days; and these additional celebrations are contemplated at the Old South.

The regular courses of Old South Lectures for Young People were begun, as has been said, in the summer of 1883, and have been regularly continued in the subsequent summers. The lectures are given on Wednesday afternoons, beginning late in July or early in August. They are really vacation studies, having been instituted, largely, to meet the needs of the great class of young people who do not go away from the city during the summer, and who, during the long vacation weeks, have practically nothing to do. There have been many requests to have the lectures repeated in the winter, and in the evening, when many might profit by them who now desire to and cannot; and these requests have been, and will be, carefully considered, although it cannot yet be said

whether this repetition will be arranged. The present attendance on the summer afternoons is very large, and a more promising and inspiring audience is not often gathered together. Admission is always by ticket; but tickets are furnished gratis, through the post, to all young people who apply for them in their own handwriting, the lectures being well advertised in the daily papers. Tickets are also sent to many teachers and others, and are sold to all adults who desire them, so that there is always a good sprinkling of older people in the audience; and these seem to enjoy the simple lectures as thoroughly as the young people. There is no "baby talk." These lectures are not meant for *children* chiefly, but for *young people*. It is felt that the youngest are not calculated to profit most from the consideration of such subjects. The lecturers are told to aim at the bright boy and girl of fifteen; and this bright boy and girl seldom fail to follow the speaker closely to the end of the hour. A more attentive and grateful audience on a summer afternoon is rare; and its enthusiasm and vigor appear when it speaks for itself, as it does in the national hymn which is always sung at the close.

The first course of these lectures, which was intended to be strictly upon subjects in early Massachusetts history, but was by certain necessities somewhat modified, was as follows:

"Governor Bradford and Governor Winthrop," by Edwin D. Mead; "Plymouth," by Mrs. A. M. Diaz; "Concord," by Frank B. Sanborn; "The Town Meeting," by Prof. James K. Hosmer; "Franklin, the Boston Boy," by George M. Towle, "How to Study American History," by Prof. G. Stanley Hall; "The Year 1777," by John Fiske; "History in the Boston Streets," by Edward Everett Hale.

The lectures for 1884 were devoted to men representative of certain epochs or ideas in the history of Boston, as follows:

"Sir Harry Vane, in New England and in Old England," by Edward Everett Hale, Jr.; "John Harvard, and the Founding of Harvard College," by Edward Channing, Ph. D.; "The Mather Family, and the Old Boston Ministers," by Rev. Samuel J. Barrows; "Simon Bradstreet, and the Struggle for the Charter," by Prof. Marshall S. Snow; "Samuel Adams, and the Beginning of the Revolution," by Prof. James K. Hosmer; "Josiah Quincy, the Great Mayor," by Charles W. Slack; "Daniel Webster, the Defender of the Constitution," by Charles C. Coffin; "John A. Andrew, the Great War Governor," by Col. T. W. Higginson.

The course for the summer of 1885 was upon "The War for the Union," and gained peculiar interest from the fact that almost every speaker had been a prominent actor in the great conflict, and often in the very scenes depicted. It was as follows :

"Slavery," by William Lloyd Garrison, Jr. ; "The Fall of Sumter," by Col. T. W. Higginson ; "The Monitor and the Merrimac," by Charles C. Coffin ; "The Battle of Gettysburg," by Col. Theodore A. Dodge ; "Sherman's March to the Sea," by Gen. William Cogswell ; "The Sanitary Commission," by Mrs. Mary A. Livermore ; "Abraham Lincoln," by Hon. John D. Long ; "General Grant," by Charles C. Coffin.

The past summer's lectures, beginning Aug. 4, were upon "The War for Independence," the programme being as follows :

"Samuel Adams and Patrick Henry," by Edwin D. Mead ; "Bunker Hill, and the News in England," by John Fiske ; "The Declaration of Independence," by James MacAlister ; "The Times that Tried Men's Souls," by Albert B. Hart, Ph.D. ; "Lafayette, and Help from France," by Prof. M. S. Snow ; "The Women of the Revolution," by Mrs. Mary A. Livermore ; "Washington and his Generals," by George M. Towle ; "Lessons of the Revolution for These Times," by Rev. Brooke Hereford.

In connection with each lecture an historical leaflet, sometimes of four pages but usually of eight, is prepared for free circulation among the attendants upon the lecture. At the end of the course, those who have preserved their leaflets and bring them to the clerk at the meeting house have them neatly bound for a trifling sum. The subjects of the Old South Leaflets are immediately related to the subjects of the lectures, which they are intended to supplement. They are made up, for the most part, from original papers of the periods treated in the lectures, in the hope to make the men and the public life of the periods more clear and real. It is believed that these leaflets are a means of much good, in stimulating historical interest and inquiry among the young people, in acquainting them with interesting and useful writings, and especially in encouraging the habit of consulting original documents. Something of their character may be inferred from the following list of subjects for the four years, which the reader may be pleased to compare with the subjects of the corresponding lectures :

1883. — (1) Cotton Mather's account of Governor Bradford, from the "Magnalia" ; (2) the account of the arrival of the Pilgrims at Cape

Cod, from Bradford's Journal; (3) an extract from Emerson's Concord Address in 1835; (4) extracts from Emerson, Samuel Adams, De Tocqueville, and others, upon the Town Meeting; (5) a portion of Franklin's Autobiography; (6) Carlyle on the Study of History; (7) an extract from Charles Sumner's oration upon Lafayette, etc.; (8) Emerson's poem, "Boston."

1884. — (1) Selections from Forster's essay on Vane, etc.; (2) an extract from Cotton Mather's "Sal Gentium"; (3) Increase Mather's "Narrative of the Miseries of New England"; (4) an original account of "The Revolution in New England" in 1689; (5) a letter from Samuel Adams to John Adams, on Republican Government; (6) extracts from Josiah Quincy's Boston Address of 1830; (7) Words of Webster; (8) a portion of Governor Andrew's Address to the Massachusetts Legislature in January, 1861.

1885. — (1) Lowell's "Present Crisis" and Garrison's Salutatory in the *Liberator* of January 1, 1831; (2) extract from Henry Ward Beecher's oration at Fort Sumter in 1865; (3) contemporary newspaper accounts of the engagement between the Monitor and the Merrimac; (4) extract from Edward Everett's address at the consecration of the National Cemetery at Gettysburg, with President Lincoln's address; (5) extract from General Sherman's account of the March to the Sea, in his Memoirs; (6) Lowell's "Commemoration Ode"; (7) extract from Lincoln's First Inaugural Address, the Emancipation Proclamation, and the Second Inaugural Address; (8) account of the service in memory of General Grant in Westminster Abbey, with Archdeacon Farrar's address.

1886. — (1) Words of Patrick Henry; (2) Lord Chatham's speech, urging the removal of the British troops from Boston; (3) extract from Webster's oration on Adams and Jefferson; (4) Thomas Paine's "Crisis," No. 1; (5) extract from Edward Everett's Eulogy on Lafayette; (6) selections from the Letters of Abigail Adams; (7) Lowell's "Under the Old Elm"; (8) extract from Whipple's essay on "Washington and the Principles of the Revolution."

A very interesting and important feature of the Old South work is that of the Old South Prize Essays. The Old South Prizes for essays on subjects in American history were first offered in 1881, two years before the establishment of the Young People's Lectures. The purpose and conditions of the prizes may best be stated, perhaps, in the language of the circular first announcing them, which is therefore here inserted, with the remark, that the only changes in conditions in subsequent years have been the lim-

itation of competition to graduates of the year and of one year previous, and the extension of the time for the preparation of the essays to the end of the year.

In order to encourage the growing interest in American history, the undersigned are authorized to offer prizes for the best essays on the subjects named below, the competition being open to all who have graduated from the Boston High Schools (including the Latin Schools) in 1879, 1880, and 1881.

Forty dollars will be awarded for the best essay on each of the subjects named below, and twenty-five dollars for the second best, — making in all four prizes. Competitors may write on both subjects, if they wish, but no one can receive more than one prize.

The essays must be sent between October 1 and December 1, 1881, to Mrs. Kate Gannett Wells, 155 Boylston Street. It is recommended that they should be written on quarto letter-paper, and that no essay should exceed in length fifteen pages of the *North American Review*. Each essay must bear an assumed name, and must be accompanied by a sealed letter having the assumed name outside and the real name of the writer within, together with the date of graduation and the name of the high school at which the pupil graduated.

The judges will give some weight to the literary merit of the essays, but will chiefly consider the amount of historical knowledge and thought displayed. They will reserve the right to withhold any or all of the prizes in case essays of sufficient merit are not offered.

SUBJECTS FOR ESSAYS.

I. What was the policy of the early colonists of Massachusetts toward Quakers and others whom they regarded as intruders? Was this policy in any respect objectionable, and, if so, what excuses can be offered for it?

II. Why did the American colonies separate from the mother country? Did the early settlers look forward to any such separation, and, if not, how and when did the wish for it grow up? What was the difference between the form of government which they finally adopted and that under which they had before been living?

Mrs. AUGUSTUS HEMENWAY,
EDWIN P. SEAVER,
MISS LUCRETIA CROCKER,
Mrs. KATE GANNETT WELLS, } *Committee.*

THOMAS WENTWORTH HIGGINSON, } *Judges.*
MISS C. ALICE BAKER,

The essays received in 1881 were all on the first subject named. The number received was perhaps smaller than was expected, — the numbers have largely increased in subsequent years, fully twenty essays having once been submitted, — but this fact was more than counterbalanced by the unexpected merit of the essays. Their average execution was very creditable, and those higher on the list exhibited an amount of study and thought far beyond what was looked for. The first prize was awarded to Henry L. Southwick, a graduate of the Dorchester High School in 1880; the second prize to Leo R. Lewis, a graduate of the English High School in 1879; and the third, to Clift Rogers Clapp, a graduate of the Latin School in 1880. The third prize was not in the original offer, but was granted because of the unexpected concentration of all the essays upon a single subject. The judges expressed the opinion, in 1881, that several of the essays submitted in that year well deserved publication; and the same is true of many of the essays submitted since. Mr. Southwick's essay, the first prize essay of 1881, has been printed, and some of the later essays may be printed, not only on account of their intrinsic value, which is often considerable, but to furnish the competitors for the prizes in subsequent years with a certain criterion, by showing them what their predecessors have done, and to make the general public better acquainted with the interest of the young people in historical and political studies and with their excellent accomplishments.

The subjects assigned for the essays in 1882, 1883, 1884, 1885, and 1886 were as follows. The names of the prize essayists of each year are printed in connection, for the sake of showing the distribution of the prizes among boys and girls, and among different schools.

1882.

I. Ethan Allen and the Green Mountain Boys; or the Early History of the New Hampshire Grant, afterward called Vermont.

II. The Town Meeting in the Old South Meeting House on July 22 and 28, 1774.

I. First prize: Miss Bertha Goodale, Girls' Latin School, 1882. Second prize: Edward B. Bayley, English High School, 1882. II. Second prize: Miss Eleanor F. Lang, Girls' High School, 1881.

1883.

I. The Right and Wrong of the Policy of the United States toward the North American Indians.

II. What were the Defects of the "Articles of Confederation" between the American States, and why was the "Constitution of the United States" substituted?

I. First prize: Shattuck Osgood Hartwell, Boston Latin School, 1883. Second prize: Miss Bertha Goodale, Girls' Latin School, 1882. II. First prize: Miss Louisa E. Humphrey, Girls' High School, 1883. Second prize: Miss Harriet P. Blancher, Girls' High School, 1882.

1884.

I. Why did the Pilgrim Fathers come to New England?

II. The Struggle to maintain the Massachusetts Charter, to its final loss in 1684. Discuss the relation of the struggle to the subsequent struggle of the Colonies for Independence.

I. First prize: Franklin E. E. Hamilton, Boston Latin School, 1883. Second prize: Shattuck Osgood Hartwell, Boston Latin School, 1883. II. Second prize: Benjamin C. Lane, English High School, 1883.

1885.

I. Slavery as it once prevailed in Massachusetts.

II. The States' Rights doctrine in New England, with special reference to the Hartford Convention.

I. First prize: Miss Alice Edson, West Roxbury High School, 1885. Second prize: Miss Mary Butler, Girls' High School, 1884. II. First prize: Miss Lillian Jameson, Girls' Latin School, 1885. Second prize: Bertram P. Flint, Roxbury Latin School, 1884.

1886.

I. The Boston Town Meetings and their Influence in the American Revolution.

II. English opinion upon the American Revolution preceding and during the war.

I. First prize: Miss Florence E. Phillips, Girls' High School, 1885. Second prize: Miss Mary L. Fay, Girls' High School, 1885. II. First prize: Miss Carrie L. Williamson, Girls' Latin School, 1885. Second prize: Miss Edith R. Lynch, Girls' Latin School, 1886.

It will be seen that these subjects, like those of 1885, are related to the general subject of the lectures for the year.

Of the essays in general, it is to be said that they have been very gratifying. The number of really poor or crude essays

offered is very few, the work of the young people bearing witness in almost every instance to faithful study, industry, and zeal, and, in many instances, to singular grasp and penetration. The essays, when returned, are accompanied by careful criticism and by hints as to future study; and for the last two years some important historical work has been presented to each essayist, — to the 1884 essayists, *Bradford's Journal*; to those of 1885, *Webster's Orations*. Many of the essayists have found their efforts in this connection the beginning of varied and broader courses of historical study. The organization of their number, already considerable and each year increasing, into some sort of a society, for the sake of sustaining and directing their interest in history and politics, is contemplated; and as such a society would be made up, through a certain process of natural selection, of a large proportion of the graduates of the Boston schools conspicuous for their historical acquirements, many of them now students in colleges or already graduates, much good work might justly be expected from it.

There remains but one more feature of the Old South work to speak of, — but that an interesting one, — the “Old North Studies.” The whole aim of the Old South work is practical, — to make good citizens. A good citizen must be a patriot; and a good patriot must be an intelligent one, one who knows what the country's history and institutions mean. An intelligent love of country, as a means to intelligent and high-minded politics, is what is aimed at. The work undertaken and contemplated at the Old South, which has been spoken of, is of a kind calculated, as well as any yet devised, perhaps, to awaken, in a general way, the historical consciousness and the national spirit. But in great sections of our great cities something much more particular is incumbent, something coming closer to the people, young and old, if one would really bring history to bear as a moral and political force. It was with this feeling that the “Old North Studies in History” were inaugurated, — series of meetings at the North End of Boston, under the same direction as that of the Old South work, and always treated as a department of that work, — devoted to lectures, readings, essays, and studies of various subjects, chiefly Boston and more particularly North End history and antiquities, but also largely in general American and English history. The

North End was chosen as the field for this experiment for two reasons, — because it was that section of Boston which most needed such education, and because its own associations and landmarks furnished, in a way not true of any other needy part of the city, most attractive object-lessons and points of departure for the teacher of history.

The general theory upon which the Old South work has been conducted is that of making instruction as concrete as possible, of relating history as directly as possible to life and things well known, of beginning as nearly as possible at the soles of the boots. So beginning, it is believed that studies can be extended in the best way to the broadest circles. Thus it is hoped, by a course of Old South lectures on Puritanism in New England and in Old England, — if not the coming summer, then some other summer, — to make the young people see and feel how the movement of which New England was born was one and the same movement with that in which Hooper and Eliot and Hampden and Cromwell and Milton labored, and thus connect their own history vitally with general history. The Old North End was fortunate ground for such beginnings. Each street and corner had a past which was full and eloquent. Here was Copp's Hill, with the tomb of the Mathers and the memories of the morning of Bunker Hill. Here was North Square, where the "Church of the Mathers" used to stand, over against Nicholas Upsall's Red Lion Inn, and where still stands the house of Paul Revere. Here was the Old North Church and its steeple, from which the lights gleamed forth for Revere on that fateful April night; here, the old sign marking still, in Union Street, the site of the Green Dragon Inn, where Adams and Hancock and Warren and Revere were wont to meet and plan together; here, the site of Franklin's "Blue Ball," of Governor Hutchinson's mansion, and Lady Agnes Frankland's; here, Boston Stone and Faneuil Hall. (Almost no street which had not some time come into the poem or the novel, or where some line of great divines had not reasoned of righteousness, temperance, and judgment to come. Surely, if squalid streets could ever be transfigured by the revival of great memories, and history made to awaken pride and a better public spirit, here was good opportunity.

The North End work was begun by a course of four lectures on

"The Old North End," by Rev. Edward G. Porter of Lexington, given in the hall of the Industrial Home in North Bennet Street, in the spring of 1885. The lectures were fully illustrated by the stereopticon, a large number of pictures of old North End places and men and events having been specially prepared, — and they proved remarkably attractive; the hall was always thronged, not only with North End people, but with old-time residents, often coming from long distances, pleased to revive their early recollections. The securing of Mr. Porter for these introductory lectures was a peculiar piece of good fortune. He is the ideal antiquarian, with nothing of the dry-as-dust about him, yet with an accuracy, patience, and enthusiasm for details as conspicuous as his warm, human interests and his dexterity in linking grandfathers and great-grandfathers to broad historical movements. No one has made the Old North End the subject of such careful studies,—his work on "Rambles in Old Boston," recently published, is one good result of his studies,—and nothing in these lectures was more interesting or pleasant than the manner in which the lecturer took the audience into his confidence and became learner as well as teacher. The course, expanded from four to six lectures, has just been repeated at the Old South Meeting House.

As a result of the interest created by Mr. Porter's lectures, a large number of the young people of the North End sent in their names, in response to invitation, as signifying their desire to continue or begin historical studies under proper directions; and the "Old North Studies" proper were immediately organized. The free use of the beautiful lower room of the Parmenter Street Chapel was generously tendered for the work by the Benevolent Fraternity; and here the fortnightly studies were carried on until midsummer, being again resumed at the beginning of last winter. The evening's programme has consisted chiefly of essays by the young people and an address by the director of the meeting, several historical scholars having served in this capacity. Pictures, maps, and all possible illustrations were used to add to the interest and make things clear. The first season's subjects were chiefly North End subjects, such as "Paul Revere," "Some Famous Old Inns," "Cotton Mather," "North Square," "Increase Mather," "The Churches and Newspapers of Boston at the Time of the Revolution," and "Some Old Boston Schoolmasters," — each

subject being treated under several different heads; thus, on the Cotton Mather evening, the three essays read by the young people were on the "Life of Cotton Mather," "Mather's 'Magnalia,'" and "Witchcraft in Boston." The essays have usually been very good, often surprisingly good. The young ladies have been readier than the young men to prepare essays, and more active and earnest, it should be said, in general coöperation. The course of study through the winter was upon "Boston in the Revolution." One Wednesday evening each month was devoted to this study, one evening to a lecture upon some historical subject, and two evenings to the use of the library, which had been established at the outset and liberally furnished with the best books on the history of Boston and on general American history and politics. It was felt that perhaps the best result of such work as that of the Old North Studies was the promotion of an interest in careful reading and a knowledge of good books. To this end, special attention was called in almost every meeting and every circular to the great privilege which the people of the North End possess in the Branch of the Public Library then located in the Hancock Schoolhouse, in Parmenter Street, since removed to Salem Street, and open every evening. A special eight-page leaflet, "About Books and Reading," was prepared, giving information about the best books on the history of Boston, Massachusetts, and the United States, and on the character of our institutions and political duties,—and many hundred copies of this leaflet have been circulated. The little slips, largely circulated, announcing the monthly lectures,—lectures usually illustrated by the stereopticon, or otherwise, on such subjects as "The Mound Builders," "Old England," "New England," "Ireland,"—have also always contained paragraphs of information upon the literature of the subjects; and the increased demand for books in these various historical lines, reported by the librarian of the North End Branch of the Public Library, is one direct evidence of the usefulness of these efforts. It is hoped that much good has been done, altogether, by these Old North Studies. (No population is harder to count upon, to help or to understand than a population like that to which work of this character addresses itself; but few need more to be helped, to be understood, and to be disciplined. Many hindrances and vexa-

ions must be expected from rowdy, rogue, and priest, and some very flat failures where very high hopes seemed justified. Like every missionary, so the political missionary has to deal with much hard and unpromising material, to learn that he is not on the field to get thanks, and to realize that at best he is likely to influence greatly only a small circle in a very dense circle of circles. But he will get inspiration alike from the extent of the ignorance and need which he finds, from the hearty response and re-enforcement of a faithful few, and from certificates of benefit in unexpected quarters; and he will come to be surer and surer, just as he finds that his work is no holiday one, that it is one which has in it incalculable possibilities, that only a patient study of methods and of the character of the people is necessary to greatly multiply the good results, and that the establishment of many centres for such work would do very much for the redemption of our cities.

Such, in brief, is the Old South work of these half-dozen years. Interesting as it is in itself, it gains additional interest from the fact that it is a work which has been wholly sustained by one noble woman. Its success has been due not only to the amount of money which she has devoted to it, which has been very large, — not to wealth chiefly, but much more to a rare public spirit and rare common-sense, broad intelligence, and a warm heart. With other benevolent enterprises almost innumerable, — schools in the South, Cooking Schools in Boston, homes for orphans, work for Indians, — she has given to this work a close personal care, supported by a youthful, contagious enthusiasm, which could not be surpassed if it had been her only interest. Such enthusiastic patriotism in a few competent persons in each of our cities would suffice to sustain, in each, work as good as that which has been done in Boston.

It is cheering to learn of the likelihood that work of a similar general character to that here described may soon be undertaken in Philadelphia; and letters from Chicago, St. Louis, Providence, and elsewhere witness to an extending interest.

The first successful attempt, on a considerable scale, at work following the line of the Old South work, has been in Indianapolis, where the second annual course of "Historical Lectures for Young People" has just been completed. The lectures have

been given entirely, or for the most part, by ladies and gentlemen of Indianapolis, many of whom, speaking of the pioneer days in the West or of the Civil War, treated their respective subjects from a basis of personal experience ; and the audiences, made up chiefly of boys and girls from the public schools, among whom tickets are distributed with intelligent care, have often numbered a thousand. The lectures in these two courses have not been systematically related to each other, and stricter method will be aimed at in future courses ; but many of the subjects are in themselves so interesting, that the two years' programmes are here given : I. Washington ; The Pioneer Lad in Indiana ; Vincennes in the Revolution ; The Indians—Tecumseh ; Daniel Boone ; The Battle of New Orleans ; Voyage of the Half Moon ; Fugitive Slave Law ; John Brown ; Indianapolis in War Time ; A Soldier's Summer in the Mountains ; John Alden, the Young Man in Colonial New England ; Hamilton and Jefferson. II. Women of the Revolution ; A Talk on Indians ; The Pioneer Girl, or Domestic Life in Early Indiana ; A View of Mexico ; The Mound Builders ; The Northwest Territory ; Some Things a Soldier must learn ; Women of the Civil War ; A Georgia Campaign of 1864 ; The Constitutional Convention of 1787. These lectures, as has been said, have been most successful, and it is pleasing to learn that their success is leading to similar efforts in other large towns of Indiana.

No extravagant claims are made for the Old South work, which is, indeed, at best, still tentative and experimental. Its best recommendation is that it is all of a character so simple that it may be imitated anywhere. Its interest consists in its being a definite attempt, at a time when so much historical work is being done by and for our *scholars*, to bring history home to the *people*.

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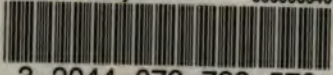
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